



Accessibility Plan

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Maintained by:	Georgina Mulhall	Next review due:	June 2028



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Intent Statement

At King's Academy Gomer, we are committed to leading inclusive practice to ensure all pupils are valued, respected, and supported to achieve their potential. We recognise that accessibility is an ongoing process and commit to reviewing and improving provision in response to the evolving needs of our pupils and community. We are proud to foster a culture of inclusion, equity and access, underpinned by strong relationships, mutual respect, and a belief in success for every learner. We model our values through kindness, care and high expectations, ensuring every child has the opportunity to thrive. This document fulfils the academy's statutory Accessibility Plan duties under the Equality Act 2010.

1. Aims

This Accessibility Policy and Plan aims to increase the extent to which pupils with disabilities can participate in the life of our academy by:

- Anticipating and responding to the needs of our academy community.
- Collaborating with SENCOs, staff and families to ensure we are evidence-informed in our decisions.
- Recognising the expertise of parents, carers and professionals in shaping policy and provision.
- Seeking advice from external services, such as local authority specialist teachers and health professionals.
- Reviewing and improving the physical environment to enable better access to education, activities, and academy services.
- Ensuring accessible communication with children and families.
- Promoting equality of opportunity and challenging discriminatory behaviour.
- Providing access and opportunity to all in our community without discrimination.
- Maintaining a robust complaints policy accessible to all.
- Reviewing and monitoring the policy and associated plans annually, linking to our SEND and Curriculum policies.

2. Legislation and Guidance

This plan meets the requirements of Schedule 10 of the Equality Act 2010 and is informed by the DfE guidance on the Equality Act. The definition of disability under the Act includes substantial and long-term conditions, including physical impairments, sensory impairments, and long-term health conditions. We also align this policy with the SEND Code of Practice and our statutory duties under the academy's funding agreement. The academy recognises its anticipatory duty under the Equality Act to plan proactively for pupils with disabilities.

3. Accessibility Plan

Aim	Current Practice	Good	Objectives	Actions	Responsibility	Date for Completion	Success Criteria
Increase access to the curriculum for pupils with a disability	Broad and balanced curriculum adapted to individual needs; SEN profiles shared with staff; targeted resources; interventions in place		Strengthen curriculum access and staff confidence	Review and refresh provision maps Train staff in use of Provision Map Embed inclusive classroom strategies	SENCO Inclusion Lead	Autumn 2025	Provision Map is embedded and supports teacher planning; staff confident in adaptations
			Ensure all staff are informed of pupil needs	Maintain accurate SEN information Regular review of SEND register and pupil profiles	SENCO Admin Support	Ongoing	Information is accurate, timely and informs planning
Improve and maintain access to the physical environment	Ramps to entrances; accessible toilet; safe drop-off point		Review physical environment and make improvements	Conduct accessibility audit Adjust classroom layouts to reduce clutter and increase access Consider visual and sensory needs (e.g. screen backgrounds, lighting)	Site Manager SENCO SLT	Spring 2026	Audit identifies accessible learning spaces; actions completed where needed

Improve delivery of information to pupils and families	Communication adjusted to individual needs; visual supports used	Enhance communication strategies	Increase use of visual timetables Offer accessible formats for academy communications Ensure key information is on website in accessible formats	SENCO SLT Admin	Ongoing	Positive feedback from parents/carers ; improved accessibility online and in print
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4. Monitoring Arrangements

This document will be reviewed every three years, with progress against actions monitored annually through SEND and inclusion review processes.

Accessibility planning is closely aligned with our SEND procedures, including transition arrangements and transparent information sharing with other settings to support continuity and positive outcomes for pupils.